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ABSTRACT

The document provides guidelines that cover a comprehensive collection of tools for instructional technology for California community colleges. The Academic Senate strongly supports the concept that state-of-the art equipment and instrumentation are indispensable across the curriculum, especially in vocational areas, for the development of hands-on student skills. Local academic senates should ensure that their technology policies promote the enhancement of instruction for all students and contribute towards reducing the "digital divide." The college should have policies that ensure a college technology plan where the primary driving force is curriculum and instruction and the integration of the college technology plan with the college educational master plan. Every computer should have software to access the library catalogue system. The college should maintain a Web site with adequate server space for the individual faculty pages, class-related pages, department/division pages, and local academic senate pages. Students should have access to computers for on-campus computer instruction, computers for on-campus technology mediated instruction, and computers for computer assignments from any class. There should be an adequate number of classroom/labs with individual student computer stations for hands-on instruction. The college should provide an immediate response system if instruction is delivered online and other types of technology support. (JA)

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Guidelines on Minimum Standards for College Technology

The Academic Senate for California Community Colleges

Adopted Spring 2000

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PREAMBLE

Community colleges provide students with access to life skills. The ability to understand and utilize information technologies is now a vital basic skill for students. Technology is becoming an increasingly important tool to enhance instruction as well as student services. Therefore, the Academic Senate for California Community Colleges recommends that all California community colleges provide at least the following technology resources to best serve their students.

The following standards should be regarded as the minimum to be achieved as soon as possible by all colleges. Other colleges may wish to go beyond these standards. As local academic senates consult collegially regarding budget, planning and educational policies related to technology, they should ensure that the planning processes and priorities are based upon sound academic principles and educational considerations, and that the first consideration is always to enhance the learning experience of students.

The guidelines that follow are intended to cover a comprehensive collection of tools for instructional technologyBhardware, software, training, support and servicesBwhich are essential for state-of-the-art development and delivery of instruction. Administrative uses of technology, such as registration, are not addressed in this document. The hardware and software used for instruction must either be in the hands of individual faculty, or be easily accessible to them. Equipment, training, support and services should meet private sector standards for quality and performance.

Technology is a vital component in the instructional arsenal. Incorporation of technology into instruction can advance critical thinking skills and promote the ability to adapt in all California community college students. To be effective, instructional uses of technology must relate to a student's educational and human needs. It is important when technology is incorporated into teaching to achieve effective enhancement that increases student learning and success.

Technology is not limited to computers. The Academic Senate strongly supports the concept that state-of-the-art equipment and instrumentation are indispensable across the curriculum, especially in vocational areas, for the development of hands-on student skills. However, these technologies are very specific to programs and disciplines and are beyond the scope of the following general guidelines.

Availability of technology is a student access and equity issue. Local academic senates should ensure that their technology policies promote the enhancement of instruction for all students and contribute towards reducing the "digital divide."

Note: While clearly the pace of change is such that any delimited list stands the risk of becoming quickly dated, the need to establish some baseline of expected technological

resources is compelling. Local academic senates should be advised that this list is best understood as a minimum as of the date this document was adopted, and should expect future updates.

POLICIES

The college should have policies and procedures that ensure the following:

1) A college technology plan where the primary driving force is curriculum and instruction.

2) Integration of the college technology plan with the college educational master plan.

3) Collegial consultation with the local academic senate in the development and implementation of the technology plan.

4) Collaboration between the local academic senate and the local collective bargaining agent on instructional technology issues that involve faculty working conditions.

5) Appropriate consideration for students with disabilities as part of the technology plan.

6) Appropriate consideration of student access and equity issues, including impact on diversity, as part of the technology plan.

7) Collegial consultation with the local academic senate in the process to fund the technology plan.

8) Decisions about software and hardware in individual disciplines that are made by faculty exercising their academic judgment and expertise.

9) A computer use policy that promotes accessibility and safeguards academic freedom, while ensuring security and appropriate usage.

10) Web guidelines that safeguard accessibility and academic freedom.

11) Widely available basic training for new users.

12) Ongoing training and staff development in emergent technologies.

13) Adequate and timely support of all technology.

14) Adequate and timely repair of all technology.

15) Comprehensive replacement plans to maintain currency of all technology.

16) Plans and budgets that support the full cost of technology, including training, staff support, maintenance and replacement.

FACULTY OFFICE AND LOCAL ACADEMIC SENATE OFFICE RESOURCES

1) Every full-time faculty member should have an appropriate computer on his/her desk. The choice of platform is an academic and professional decision to be made by the individual faculty member.

2) Every part-time faculty member should have adequate access to computers.

3) The local academic senate office/secretary should have a computer and e-mail address.

4) Every computer should be connected to the college network.

5) Every computer should have convenient access to a printer.

6) Every computer should have high speed Internet access and current browser software.

7) Every computer should have e-mail access with software that permits attachment of formatted documents.

8) Every full- and part-time faculty member should have an e-mail address/account that is readily available, and is accessible from both on and off campus.

9) Every computer should have standard office software including current word processor, spreadsheet and presentation packages in addition to e-mail, browser and web authoring.

10) Every computer should have software to access the library catalog system.

11) Every computer should have software to access appropriate areas of the administrative/student record system.

12) Technical support with prompt response time should be available to all users.

13) Every computer should have access to the college/district local and wide area networks.

14) Every computer should have additional software and equipment appropriate to the faculty member's discipline.

COLLEGE WEBSITE

1) The college should maintain a website with adequate server space for the following content:

   $ Individual faculty pages.
   $ Class related pages for both on-campus and online classes.
   $ Department/division pages.
   $ Local academic senate pages, including the curriculum committee.

2) The following support should be available:

   $ Direct upload access for faculty to the appropriate server area.
   $ Technical support for faculty.
   $ Design support for faculty to create pages.

ONLINE COURSE SUPPORT

If the college offers online instruction, the following should be available:

1) Website with direct upload access for faculty to appropriate course server area.
2) Capability for individual faculty and class pages.
3) Capability for listserv, chatroom and threaded discussion.
4) Capability for online tutoring.
5) Capability for online advising.
6) Capability for online financial aid information.
7) Immediate technical support for faculty and students.
8) Course management software and training for faculty.
9) Multimedia software training for faculty.

CAMPUS COMPUTER LABS OR LIBRARY

Students should have access to the following:

1) Computers for on campus computer instruction.
2) Computers for on campus technology mediated instruction.
3) Computers for computer assignments from any class.
4) Computers for Internet assignments and research from any class.

5) Computers for e-mail communication to instructors (either free on campus e-mail and Internet, or optional off campus access at a reasonable cost).
6) Computers for access to library catalog system.
7) Library orientation in the use of technology in library research.
8) Technical support for student on campus users.

CAMPUS CLASSROOMS

There should be an adequate number of each of the following:

1) Classroom/labs with individual student computer stations for hands-on instruction.
2) Classrooms with instructor computer/media stations for demonstration.
3) Classrooms with Internet access.
4) Classrooms with computer projectors and sound.
5) Classrooms with smart podium and videoconferencing capability.

TECHNOLOGY SUPPORT SERVICES

The college should provide the following resources:

1) An immediate response system if instruction is delivered online.
2) Technical support for hardware and software for students and faculty at home if instruction is delivered online.
3) Technical support for hardware and software for faculty on campus.
4) Web design support for faculty.
5) Instructional design support for faculty.
6) Availability of additional equipment and software for faculty in some central accessible location:

$ Scanners with text recognition
$ Color printers
$ Slide scanners
$ CD ROM writers
$ Laptops for faculty checkout
$ Portable computer projectors for faculty checkout
$ Digital still and video camera
$ Media, drawing, graphic and image manipulation software
$ Studio quality audio and video editing capability
$ Database Internet interfacing capability
$ Streaming audio and video broadcast capability
$ VTML programming capability

OTHER TECHNOLOGY RESOURCES/SUPPORT

1) Videoconferencing equipment and training.
2) Training in the pedagogy and teaching effectiveness of technology.
3) Release time for development of technology mediated instruction and online courses.
4) Staff development support for technology.
5) A program to promote purchase and use of computers at home (e.g., loan program).